University of the West of Scotland

Module Descriptor

Session:

Title of Module: Sustainable Development			
Code: UGED08004	**SCQF Level: 8**Choose an item. **(Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	Lynn Nisbet		

Summary of Module
This module is a core element of Level 8 of the B.A. Education programme and develops: **Personal Knowledge, Understanding, Practice and Cognitive Skills** Contextualisation of students' personal knowledge, understanding, practice and skills in the Sciences, Social Studies & Technologies through considering the local environment and linking this to wider global issues and current related curricular guidelines on sustainable development. Further development of students' personal knowledge, understanding, practice and skills in the Sciences, Social Studies & Technologies with reference to current curricular guidelines and with emphasis on opportunities for interdisciplinary and collaborative approaches to learning. **Communication, Autonomy, Accountability and Working with Others** Diversity in opportunities to work both independently and collaboratively, with a range of peers and developing a range of professional skills and abilities. An awareness of the potential of technologies to enhance critical thinking and creativity in relation to the learning and teaching of the Sciences, Social Studies & Technologies. Formative enquiry tasks involving collaboration, communication, the appropriate use of technologies and the integration of various aspects of knowledge in a relevant context. Critical evaluations of collaborative work in the Sciences, Social Studies & Technologies to show how study of the local environment, and beyond, can develop an awareness of global environmental issues.   - The module emphasises the importance of reflection on values as a key component. This is embedded through the use of reflective learning blogs and teaching on theories of reflection throughout the module.   - Key links are made with Learning for Sustainability (LfS) in order to fully appreciate where Sustainable Development sits within the Scottish Education context. Similar links are made with the Sustainable Development Goals in order to provide a global context.   - The module supports students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Values (1.1); Professional Commitment (1.2); Standard for Provisional Registration (1.3); Have knowledge and understanding of pedagogical theories and professional practice (2.1.1); Have knowledge and understanding of curriculum design(2.1.3); Have knowledge and understanding Planning for Assessment, Learning and Teaching (2.1.4); Have knowledge and understanding of Education Systems (2.1.5);Have knowledge and understanding of Learning Communities (2.2.2); Plan effectively to meet learners' needs and abilities (3.1.1); Utilise pedagogical approaches and practices (3.1.2); Utilise partnerships for learning and wellbeing (3.1.3); Appropriately organise and manage learning (3.2.1); Engage learner participation (3.2.2); Engage critically with literature, research and policy (3.3.1); Engage in reflective practice to develop and advance career-long professional learning and expertise

(3.3.2).

- In relation to Learning for Sustainability, students will use the outdoors as a context for learning, building on their ability to use this in their practice. They are also supported to develop a critical and enquiring approach to limited and incomplete information and maintain a global awareness of local actions. The theme of interdependence and the interconnectedness of the themes supports students in adopting systems thinking and the focus on critical reflection through the learning blogs enhances this capability. The independent and collaborative tasks are inherently interdisciplinary; this is furthered by explicit discussion of IDL pedagogy as being central to LfS. The community project helps students to reflect and develop action competence.

- Throughout this core module students are encouraged to develop a set of globally relevant skills, abilities and behaviours that will support them in becoming work ready and successful. A broad range of personal, academic and professional attributes are embedded within the activities and content of the module. In this module a particular focus will be given to developing knowledge that will support them to be ethical, problem solve collaboratively and think critically. Students have the opportunity to be daring, transformational and resilient in their approach to their community project and micro-teaching tasks.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:	
L1	Demonstrate personal knowledge of related areas of the Sciences, Social Studies curriculum and an understanding of a range of theories, concepts and principles
L2	Develop awareness and understanding of related topical environmental issues
L3	Convey complex information to a range of audiences and for a range of purposes
L4	Write reflectively and critically evaluate the perspectives of others and themselves.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8 Choose an item. Demonstrate specialist knowledge of the Sciences, Social Studies and Technologies relevant to local environmental issues and the wider Primary curriculum.
Practice: Applied Knowledge and Understanding	SCQF Level 8 Choose an item. Apply related knowledge and understanding to creative presentation of information in a broad range of contexts.
Generic Cognitive skills	SCQF Level 8 Choose an item. Critically analyse personal development of awareness of topical environmental issues relevant to the Primary school. Engage in reflective practice of personal growth and learning.
Communication, ICT and Numeracy Skills	SCQF Level 8 Choose an item. Convey complex information via peer teaching using a range of digital media applications working as part of a team.
Autonomy, Accountability and Working with others	SCQF Level 8 Choose an item. Exercise autonomy and initiative in tasks undertaken and demonstrate an ability to support others via peer assessment and interaction.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: **Module Title:**
	Other:
Co-requisites	**Module Code:** **Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	30
Laboratory/Practical Demonstration/Workshop	18
Asynchronous Class Activity	35
Personal Development Plan	12
Independent Study	105
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Dolan, A. (ed.) (2021) *Teaching Climate Change in Primary Schools: An Interdisciplinary Process.* London: Routledge. Scoffham, S. and Rawlinson, S. (2022) *Sustainability Education: A Classroom Guide.* London: Bloomsbury Academic. Scottish Government (2020) *Scotland and the sustainable development goals: a national review to drive action* (Online) Available at https://www.gov.scot/publications/scotland-sustainable-development-goals-national-review-drive-action/ Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)
Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled

on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator maintains an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, personal tutor and the student to identify steps to support engagement and success.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link:
http://www.uws.ac.uk/equality/

Student teachers are encouraged to reflect on their developing understanding of aspects relating to Learning for Sustainability and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to Learning for Sustainability is a significant part.

Through studying this module, student teachers are encouraged to engage critically with issues relating to Learning for Sustainability and support learners' understanding of themselves, others and their contribution to the development of sustainable practices.

Student teachers will develop their knowledge and understanding of pedagogical and learning theories and draw on these appropriately to inform curriculum design and content.

Student teachers will develop the professional skills and abilities to employ teaching strategies and resources, including digital approaches, to enable all learners to access concepts relating to Sustainable Development. Through this, opportunities for learning to be transformative in terms of challenging assumptions and expanding world views will be created.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☒No ☐
School Assessment Board	Undergraduate Initial Professional Programmes
Moderator	J Isdale
External Examiner	L Waddell
Accreditation Details	General Teaching Council for Scotland
Changes/Version Number	2.07

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 Written assessment on Sway blog - 100% Pass/Fail awarded Feb '24
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**		**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Written assessment on Sway blogs	x	x	x	x		100%	48

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Combined Total for All Components						**100%**	**48 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

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